

SHALAMAR NORRIS:

I am pleased to inform you that REACHING FOR THE STARS has been granted probationary approval status by the Michigan Department of Education (MDE) to be a provider of supplemental educational services (SES) under Section 1116(e)(4) of Title I of the *Elementary & Secondary Education Act*, as amended by the *No Child Left Behind Act of 2001*. The list of approved providers for the 2011-12 academic year will be posted on MDE's website at www.michigan.gov/mde-ses. Please read the attached information regarding your probationary status as a new state-approved SES provider.

Each local school district or public school academy with a Title I school that has failed to make adequate yearly progress for three or more consecutive years will provide parents with a list of approved SES providers in their area. Each district will contact you, the provider, to begin negotiating an SES contract.

In addition, MDE is required to develop and implement methods for monitoring the quality and effectiveness of the SES provided. To meet this requirement, MDE is currently engaged in a formal evaluation of currently approved providers. MDE will be required to withdraw approval if a provider fails for two consecutive years to contribute to improved academic achievement for the participating students.

All newly approved SES providers in Michigan must attend an orientation session. Within the next 30 days you will receive a separate communication with the date and time of the orientation session.

Your probationary status will be reviewed after the completion of the 2011-12 academic year. Providers that have met the probationary requirements will be granted full approval status. Those that have not met the probationary requirements will be considered on a case by case basis. This may result in either an additional year of probation or removal from the state approved SES provider list. There is no appeal process; all decisions made by MDE are final.

Thank you for your interest in working with students who need additional educational opportunities in order to improve their academic skills. If you have any questions regarding SES, please contact Greg Olszta, SES Consultant, at 517-241-4715 or MDE-SES@michigan.gov.

Mark Coscarella, Assistant Director
Office of Education Improvement & Innovation



OFFICE OF SCHOOL IMPROVEMENT

SUPPLEMENTAL EDUCATIONAL SERVICES PROBATIONARY STATUS INFORMATION

2011-12 PROBATIONARY STATUS - IMPORTANT!

All newly approved SES providers are placed on probationary status for one year.

During the Probationary Period, Providers Must:

- a) Attend the SES new provider orientation session presented by the Michigan Department of Education
- b) Participate in any other school district or State sponsored SES training that is mandatory for new providers

During the Probationary Period, Providers are subject to:

- a) All applicable local, state, and federal laws, policies and agreements related to the provision of supplemental educational services
- b) This includes, but is not limited to:
 - o Title I, Part A, Section 1116
 - o United States Department of Education (USED) SES Non-Regulatory Guidance of January 14, 2009
 - o Michigan's Assurances and Code of Ethics for SES providers
 - o Contracts with individual school districts or public school academies (PSAs)

Failure to meet any of the above requirements will lead to immediate corrective action, leading up to and including removal from the state approved SES provider list.

At the conclusion of the probationary year, each newly approved SES provider will go through a final review process for determination of status.

In order to be granted full approval (non-probationary) status, providers must:

- a) Have met all requirements above or have a valid explanation, if a requirement is not met.
- b) Provided services for eligible students
- c) Be free of any corrective action or pending corrective action

The MDE will review provider status and decide on one of the following options:

- a) Full approval
- b) An additional year of probation
- c) Removal from the state approved SES provider list

All decisions made by the MDE are final. There is no appeal process.

Please note that being placed on the Approved List does not guarantee that an SES provider will be selected by parent(s)/legal guardian(s) to provide services.



Office of Education Improvement & Innovation

Supplemental Educational Services
Application Review Consensus 2011-2012

Entity Name: Reaching for the stars

Criterion	Consensus Score	Min Score Needed	Min score Met?	Comments
1	28	20	Yes	None
2	15	10	Yes	None
3	10	7	Yes	None
4	10	7	Yes	None
5	10	7	Yes	None
6	10	7	Yes	None
7	10	7	Yes	None
8	5	3	Yes	None
9	5	-	-	-
Application Total	103	Met Min in all Criteria?	Yes	

Hourly Rate Calculation			
\$2000 +	\$65.00	= 31	30
Per pupil Allocation	Maximum fee per hour	Calculated hours of instruction	Minimum number of hours required for student to achieve their individualized learning goals

Is the total application score 85 or greater?	Yes
Did the application met the minimum in each criterion?	Yes
Is the hourly rate calculation sufficient?	Yes
Does the applicant entity ever lower the hourly rate to guarentee each student receives a specific # of service hours?	Yes
Is the application recommended for approval?	Yes

SECTION A. BASIC PROGRAM INFORMATION

Please enter the requested information in the spaces provided. Be sure to read all notes, as they provide important information regarding each category.

IMPORTANT NOTE: Once approved, providers must operate within the information identified in this application.

Changes in application information may be requested in writing to MDE prior to the beginning of the application process in subsequent years. The request must include the rationale for the changes. All changes must receive written approval from MDE prior to implementation and will be determined on a case by case basis. This includes, but is not limited to, information changes in the following categories:

- Tutor qualifications
- Grade level
- Hourly rate
- Maximum and minimum number of students
- Curriculum
- Service session information
- Tutor/Student ratio
- Service area

Instructions : Complete each section in full.

1. Federal EIN, Tax ID or Social Security Number:

2. Legal Name of Entity:

3. Name of Entity as you would like it to appear on the Approved List:

REACHING FOR THE STARS

REACHING FOR THE STARS

4. Entity Type:

- ☐ For-profit
- ☒ Non-profit
- ☐ Michigan corporation
- ☐ Corporation organized in another state
- ☐ Individual

5. Check the category that best describes your entity:

- ☐ Business
- ☐ Child Care Center
- ☒ Community-Based Organization
- ☐ Educational Service Agency (e.g., RESA or ISD)
- ☐ Faith-Based Organization
- ☐ Institution of Higher Education
- ☐ Other (specify):
- ☐ School District(LEA, ISD)

Provide Michigan (or other state) Corporation ID number

NOTE: An LEA or an ISD that is identified for Improvement, Corrective Action, or Restructuring as a district is NOT an eligible applicant.

6. Applicant Contact Information (Only the two individuals listed on this application will have access to the information contained within the application)

Name of Contact: *

☐ Mr. ☒ Ms.

First Name: SHALAMAR

Last Name: NORRIS

Phone: * (313) 300 - 5822 e.g. (xxx) xxx - xxxx

Fax: * () - e.g. (xxx) xxx - xxxx

Street Address: 1

City: *

STERLING HEIGHTS

MI Zip: * 48310

State: *

E-Mail: * GUERRANTHOMES@YAHOO.COM

Website

7. Local Contact Information (This contact information will be published)

Name of Contact: *

☐ Mr. ☒ Ms.

First Name: SHALAMAR

Last Name: NORRIS

Phone: * (313) 300 - 5822 e.g. (xxx) xxx - xxxx

Fax: * () - e.g. (xxx) xxx - xxxx

Street Address: P.O. BOX 712

City: *

State: *

STERLING HEIGHTS

MI Zip: * 48310

E-Mail: * GUERRANTHOMES@YAHOO.COM

Website:

8. SES History:

Is the applicant entity a current or past approved SES provider in Michigan under applicant entity name or any other name?

Current SES provider? ☐ Yes Provide entity name:

Past provider? ☐ Yes List previous provider company name(s):

Is the applicant entity a current or past approved SES provider in any other state?

☐ Yes ☒ No

If yes, list the state(s) in which entity has been an approved SES provider:

Has the applicant entity ever had any official action taken against it by any state, including but not limited to a formal warning, prohibition of service, or removal from a state-approved SES provider list, or other approval as a provider of educational services to state or local educational agencies (LEA)?

☐ Yes ☒ No

If yes, explain:

Have any other individuals associated with or providing support to this applicant entity ever been an SES provider that had any official action taken against them by any state, including but not limited to a formal warning, prohibition of service, or removal from a state-approved SES provider list, or as a provider of other education related services to a state or LEA?

☐ Yes ☒ No

If yes, explain:

9. Service Area:

List the intermediate school district and each individual district in which you agree to provide services. Enter "Statewide" ONLY if you agree to provide services to any district in the State of Michigan. By indicating that you will serve a specific district (or all districts, if you indicate "Statewide"), you agree to provide services to any student in that district whose parent(s)/legal guardian(s) select you as their provider within minimum and maximum capacity. Additionally, you may only enroll students from the districts identified in this application, and you may not add additional districts once the application is approved.

☒ Statewide

10. Conflict of Interest Disclosure:

Are you or any member of your organization currently employed in any capacity by any public school district or public school academy (charter school) in Michigan, or do you serve in a decision making capacity for any public school district or public school academy in Michigan (i.e. administrative staff, school board member)?

☐ Yes ☒ No

What school district are you employed by or serve:

In what capacity are you employed by or do you serve (position title):

A school or school district may apply to become an approved SES provider. However, the administration of the SES program by the school or district must be separate and distinct from the school or district's SES provider entity. In effect, the school or district's SES provider entity must function and behave as if it were an outside organization. A potential conflict of interest, even if disclosed, may be reason to deny the application or to deny the approval of the applicant to serve one or more districts requested in the application.

11. Place of Service:

Check the location(s) that best describe(s) where you intend to deliver services to students. If you select "Via Technology," please use the Criteria 2 narrative to identify the type of technology used, describe where the students will access the service and whether it is distance learning. Describe how the session will be facilitated and monitored.

☒ Community Center

☒ LEA Facility (Checking this box does not guarantee space will be available in district buildings to offer tutoring. SES Providers must work with each district to gain access to school facilities. Space in school buildings varies by district).

☐ Place of Business

☒ Place of Religious Worship (e.g., church, synagogue, mosque, temple)

☒ Student's Home

☒ Via Technology (site-based)

☒ Online

☐ Other (specify):

12. Transportation:

Do you provide transportation? (If "yes", Districts will require additional insurance.)

☐ Yes ☒ No ☐ At select sites only**13. Subject Areas:**

Check all that apply.

☒ English language arts ☒ Mathematics ☒ Science ☐ Social studies

Providers must offer tutoring in English Language Arts and/or math. Newly approved providers may offer additional tutoring in science and/or social studies. Previously approved providers wishing to add tutoring in science or social studies must have submitted a written request to MDE detailing the elements of the instructional design and connections to Michigan's content standards for these subjects.

14. Grade Levels:

List each grade to be served. The program described must address each of the grade levels indicated.

<input type="checkbox"/> K	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 9
<input type="checkbox"/> 1	<input type="checkbox"/> 6	<input checked="" type="checkbox"/> 10
<input type="checkbox"/> 2	<input checked="" type="checkbox"/> 7	<input checked="" type="checkbox"/> 11
<input type="checkbox"/> 3	<input checked="" type="checkbox"/> 8	<input checked="" type="checkbox"/> 12
<input type="checkbox"/> 4		

Note: Applicants proposing to serve grade levels 7-12 and to provide tutoring in **math and science** to grade levels 7-12 will receive **5 bonus points** to be added to the total score. **NOTE:** Both **math and science** must be proposed for grades 7-12 in order to receive bonus points!

15. Minimum Number of Students:Indicate the minimum number of students needed in order to provide services in each district. 15**16. Maximum Number of Students:**Indicate the maximum number of students that may be enrolled in each district. This number should allow the applicant entity to maintain quality service and results. 300**17. Specific Student Populations:**

Indicate which sub-groups the applicant entity will be qualified to serve:

English Language Learners (ELL)

☐ Yes ☒ No

If yes, in which language:

Students with Disabilities:

☒ Yes ☐ No

If yes, which disabilities:

El

18. Session Information:

Ideally, how many days per week would a student be scheduled for services?

5 days

Ideally, for how long each day would a student receive services (in minutes)?

120 minutes

How many hours are required for a student receiving tutoring in your program to achieve their individualized learning goals?

30 hours

Applicants must ensure that the maximum hourly rate identified in number 19 of this application is low enough to allow for the number of hours required to achieve individualized learning goals or that this number is equal or lesser than the guaranteed number of service hours you identify in number 18.

19. Hourly Rate:

List the maximum fee per hour of instruction, per student. \$65.00

The MDE does not allow approved SES providers to charge fees outside of the maximum fee per hour of instruction, per student identified above. The hourly rate should include the cost for all program expenses including, but not limited to: facility expenses, administrative costs,

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assessment materials, salaries, equipment, software and instructional materials.

Once approved, providers may not exceed the maximum hourly rate indicated above during the academic year identified in this application. Changes in hourly fees may be requested in writing to the MDE prior to the beginning of the application process in subsequent years. The request must include the rationale for the change in the charges. Any increase in rates or fees must receive approval from the MDE prior to implementation.

Does your program ever lower the hourly fee to guarantee each student receives a specific number of service hours?

☒ Yes ☐ No

If yes, what is the guaranteed minimum number of service hours each student receives: 24

Applicants must ensure that the maximum hourly rate you identify in this section is low enough to allow for the number of hours required to achieve individualized learning goals you identified in number 18 or that this number is equal to or lesser than the guaranteed number of service hours you identified here in number 19.

20. Tutor/Student Ratio:

Indicate the maximum number of students who will be assigned to each tutor per session. Student/tutor ratios should fall within the following ranges:

- 1-5 students:1 tutor for non-computer based instruction
- 1-8 students:1 tutor for computer based instruction in a classroom or lab setting
- 1-30 students:1 tutor for online instruction with an off-site facilitator

- 5 students:1 tutor—Non-Computer based instruction
- 8 students:1 tutor—Computer-based instruction (classroom setting)
- 30 students:1 tutor—Online instruction (off-site facilitator)

21. Program Summary:

Please summarize your program in a narrative form. The description should be 1,000 characters or less and include the following information::

- Your approach or model of instruction, including assessment and goal-setting procedures;
- The structure of a standard tutoring session including length of sessions, frequency of sessions, length of sessions and student /teacher ratio;
- The instructional materials that will be used; and
- Tutor qualifications.

Please note that this summary will be used by the MDE and/or by the LEAs you serve to describe your services to parent(s)/legal guardian(s) and/or to the public. The MDE reserves the right to edit your description for space considerations, but will not edit for spelling errors or typos. It is highly advised that you proofread your program description carefully.

Minimal rewards, up to a total of \$20.00 per student annually, are allowed for attendance or achievement, but may not be advertised in the program description. Technology-based providers that allow students to keep computers at the completion of services may not disclose this information in the program summary.

REACHING FOR THE STARS is an after-school tutoring program that is focused on achievement. We only higher highly-qualified teacher that have open minds for teaching and learning. Although our tutors are teachers, we train our tutors before they begin any instruction, in order to reinforce our teaching strategies. Our program will tutor students 5 days per week and 2-3 hours per session. Our tutoring program mainly takes place on-line. Our students will have access to the computer and its program at the tutoring site as well as at home. Therefore, students can continue to learn when they leave our location. Also, we have one-on-one tutoring available as well as small group tutoring sessions. All of these methods of tutoring insures that your student will be successful.

SECTION B. CRITERIA

Instructions: All responses must comply with stated word or character limits, where applicable. Figures such as tables, charts, graphs can be uploaded at the end of the application, but such information will be counted toward page limits. Text and figures beyond the stated page limit will not be considered and should not be submitted with the application. All references must be cited. Use American Psychological Association (APA) citation style when referencing your research and provide a reference list that includes every in-text citation. The Reference List should be uploaded in the online application, Section E. Information on APA citation style may be found at the website of the Cornell University Library at the URL: <http://www.library.cornell.edu/resrch/citmanage/apa>

Applications that contain plagiarized information will not be considered.

Criterion 1 (30 points): Financial Soundness and Management Structure

Rationale: The No Child Left Behind Act of 2001 (NCLB) Section 1116(e)(12)(B)(iii) requires providers to be financially sound. Your application will be evaluated on your ability to demonstrate financial soundness and sound management structure through a review of financial and licensure documentation.

Required Documentation: Attach the following documents which will be used to determine that your entity is financially sound. **ALL of these items**

are required.

- **Cash-on-Hand:** Applicants must provide evidence that there is enough cash-on-hand to support the business for at least six months. Examples of sufficient evidence are: savings account or checking account statements, notarized letters from investors identifying the investment amount available, evidence of an available line of credit or loan from a financial institution. The amount identified should be enough to cover all projected revenue and expenses for **at least six months for the maximum number of students per district** identified in the application. Narrative text that states the money is available is not sufficient evidence of cash-on-hand.
NOTE: Tax documents are not considered evidence of cash-on-hand. Applications submitted with tax documents as evidence of cash-on-hand are considered incomplete and will not be reviewed.
- **Cash Flow:** Applicants must provide an organizational cash flow that accounts for and details all **monthly projected revenue and expenses for at least twelve months, ending in June 2012.**
- **Expense Minimum:** Applicants must provide a comprehensive list of expenses necessary to serve the **the minimum number of students per district** identified in the application (See Section A, "Basic Program Information" #15).
- **Expense Maximum:** Applicants must provide a comprehensive list of expenses necessary to serve the **maximum number of students per district** as identified in the application (See Section A, "Basic Program Information" #16).
- **Corporate Organization:** Applicants must provide a copy of their business license, if applicable, and formal documentation of corporate legal status as a corporation organized in Michigan or another state (must include copy of certificate of incorporation identifying the state issued corporation ID number), and if relevant, proof of 501(c)(3) tax-exempt status).
- **Insurance:** Applicants must provide a copy of their liability insurance or a recent quote (60 days or less from date of application submission) from an insurance agency that reflects your intent to obtain general liability insurance (Note: the cost of insurance should be included in the cash-flow document and also in the comprehensive list of expenses for the minimum and maximum number of students per district);
NOTE: individual school districts may require additional professional liability insurance coverage.
- **Billing and Payment:** Applicants must provide sample invoices and other business documents for tutoring services identifying that a management structure related to billing and payment for tutoring is in place.
- **Financial Narrative:** Applicants must provide a one-page narrative explaining how the financial documents listed above represent a strong business plan.

The financial documents should only identify revenue and expenses for the Michigan applicant entity. If the applicant entity is part of a national franchise, for instance, only the revenue and expenses directly related to this Michigan applicant entity should be identified in the financial documents. Likewise, if the applicant operates other businesses, the costs associated with these businesses should not be included in the budget. Revenue associated with other businesses may be a viable contribution, but should have sufficient documentation.

Criterion 2 (15 points):
Demonstrated Record of Effectiveness in Increasing Student Academic Achievement

Rationale: Providers must have a demonstrated record of effectiveness in increasing the academic proficiency of students in subjects relevant to meeting the state academic content and student achievement standards [NCLB Section 1116(e)(4)(B)]. In addition, an applicant must provide evidence that its instructional methods and content are aligned with state academic content and student academic achievement standards, and are of high quality, research-based, and specifically designed to increase the academic achievement of eligible children (Final Title I Regulations of October, 2008).

Evaluation: Your application will be evaluated on your ability to demonstrate your record of effectiveness in Michigan and/or other state(s) in increasing academic achievement, particularly for low-income and/or underachieving students, in the subjects and grade levels in which you intend to provide services. Data that provides evidence of a positive impact on Michigan state assessments will provide the applicant with the opportunity to enhance the score for Criterion 2.

If you have served students as a SES provider in other states but not in Michigan, provide data documenting your effectiveness in those states.

If you have not served students as an approved SES provider, the requirements apply to the instructional program that you propose to use in Michigan.

Evidence that will be considered includes:

- Data that demonstrate a positive impact on national, Michigan, another state's, and/or district assessments;
- Data that demonstrate a positive impact on other independent, valid and reliable assessments (e.g., provider-administered assessments, teacher-administered content area assessments);
- Data that demonstrate a positive impact on course grades;
- Data that demonstrate positive feedback from customers (e.g., parent(s)/guardian(s), students, LEAs) related to the effectiveness of the instructional program)
- Data that demonstrate a positive impact on other indicators (e.g., student attendance, student behavior/discipline, retention/promotion rates, graduation rates).
- Feedback from constituent groups (parent(s)/guardian(s), students, LEAs) about the effectiveness of the proposed delivery model, the instructional program in the intended subject areas and grade levels, particularly for low-income and/or underachieving students.

Narrative (limit 7,880 characters): Cite and reference available research studies (as appropriate) and **provide data** that indicate the instructional program has a positive impact on the academic achievement of students in the subjects and grade levels in which you intend to provide services, particularly for low-income and/or underachieving students.

- Use American Psychological Association (APA) citation style when referencing your research and provide a Reference List that includes every in-text citation. The Reference List should be uploaded in Section E. Information on APA citation style may be found at the website of the Cornell University Library at the URL:
<http://www.library.cornell.edu/resrch/citmanage/apa>

If you intend to serve students with disabilities or students with limited English proficiency, cite and reference

available research studies (as appropriate) and **provide data** that indicate the positive impact your program is expected to have on the academic achievement of those student population(s).

Reaching For The Stars is a tutoring service that focuses on student development. We believe in using the best teaching strategies to educate our students. Before we applied to become an SES Providers, we experimented with several teaching styles and instructional programs. This procedure was done in order to determine which method of instruction would provide the most positive impact on the student's academic achievement. After carefully reviewing the research and acquiring some personal interviews from students, the programs that stood out the most were READ 180 and Riverdeep's Destination Math and Logal Science gateways and Explorer. Each of these programs had a plethora of research to support their effectiveness as well as instructional pedagogy. In addition, they are both computer-based programs.

Prior to our research we had a traditional view of tutoring. However, student interviews, research and the world around us demonstrates the effectiveness of internet /software based instruction. The following are a few brief quotes.

Having a home computer has been associated with higher test scores in reading, even after controlling for family income and other factors related to reading test scores (Atwell, 2000).

participating in a networked community of learners improves educational outcomes for at-risk children (Cole, 1996; Project TELL, 1990-1997).

Furthermore, A longitudinal field study titled HomeNetToo, about 90 families in Michigan were given computers and internet for 16 months. Although kids spent most of their time on websites and games, the study concluded Internet use increases reading skills but this relationship may be limited to children who are initially low in reading skills. (Jackson, Eye, Biocca, Barbatsis, & Zhao, 2006)

With these new findings we were excited about the Curricula we had chosen. READ 180 and Destination Math are both Researched-Based and High Quality Curricula.

As it relates to their record of effectiveness, we were able to identify the following data as confirmation of our selections.

In 2006-2007 Traverse City Area Public Schools (TCAP) implemented READ 180. The findings indicate that the is sample of READ 180 students demonstrated a significant gain of 173 Lexiles (L). Consistent with these findings, READ 180 students also evidenced gains on the MEAP test. As many as 65% of students who were reading at the Basic or Apprentice level on MEAP moved up one or more Performance Levels. (Scholastic Research)

In 2006-2007 Desert Sands Unified School District implemented the READ 180 program to increase the reading achievement of sixth, seventh, and ninth grade students performing at the Below Basic or Basic Performance Level on the California Standards Test of English Language Arts (CST ELA). More than half of the students were classified as English Learners (58.2%). Findings showed that READ 180 students achieved on average, a pretest CST ELA scale score of 279 and a posttest score of 294, resulting in a statically significant gain of 14.6 scale score points on the CST ELA. However, the comparison group achieved a non-significant gain of 3 scale score points. READ 180 ELL gained an average of 13 scale points compared to 5 in the comparison group. (Scholastic Research)

Research shows that READ 180 is effective in reducing attrition among afterschool program participants. In Brockton Public Schools, MA, READ 180 had a positive impact on students' attendance in the afterschool program; they attended more regularly and withdrew less frequently than students in the control group. They also found that these students had increased motivation and their oral fluency and word recognition was improved. ("Read 180 results.")

In addition Miguel a 5th grader diagnosed with Asperger's syndrome had this to say about READ 180 "READ 180 helps people who struggle with reading and don't like to read. The thing it has made the biggest difference in is my writing. I am now writing plays for my classmates to perform in." (http://read180.scholastic.com/pdf/4_1_11_Miguel_SuccessStories_READ180.pdf)

For obvious reasons, parents love READ 180. One mom said "READ 180 has completely changed my child's life. He has not only made great strides academically, but is more confident, motivated and takes pride in his achievements (<http://read180.scholastic.com/reading-intervention-program/family-portal>)

Covina Valley School District, CA 14,700 Students 6% African American 40% Hispanic 46.7% Free or reduced lunch 12.6% English Language Learners

Covina Valley Unified is struggling with the new California graduation requirements which include a provision that students pass both Algebra I and the Mathematics portion of the High School Exit Exam. At South Hills High School, teacher Pat Taepke volunteered to teach a group of 23 students at-risk for failing Algebra I for two hours every day of the week. In order to meet the needs of these students and to integrate technology into her teaching, Taepke selected Destination Math Algebra I. "Destination Math is definitely a motivating force," Taepke says. As a result of Destination Math, the lowest performing students raised achievement levels on the high school exit exam. ("Destination math raises.")

At Palomares Middle School in Pomona, California there is a highly diverse student population of which 90% are African American or Hispanic, 40% are English Language Learners, and 72% receive Free or reduced lunch. Forty students were selected on the basis of their low SAT-9 scores to attend the afterschool Destination Math program. After only one semester in the Destination Math class, one-third of the 40 low-achieving students had gained in mathematics enough to return to their regular math classes. ("middle school students.")

Destination math has improved classrooms across the nation, even teachers' boundaries are being expanded. Mrs. Winfield responded that Destination Math provided increased opportunities for her students to engage in higher-order thinking skills: "It [Destination Math] gives the students more freedom as to how they're going to approach something. They get to use more critical thinking skills. I have to get used to that, cause I guess, in mathematics we're always looking for the right and the wrong answer. A lot of times everything's black and white in mathematics, although we're trying to get away from that now." ("Math white pages.")

In the process of conducting our research we ran into one issue. There were very little, if any reports, on the effectiveness of science curriculum, however after reviewing the research base of Riverdeep's Destination Math we were able to compare the major components with those of Riverdeep's Logal gateway and Logal explorer science curricula. Riverdeep has proven exemplar qualifications for effective programs. After careful consideration of the program design and lesson alignment to the Michigan Curriculum Framework objectives, we believe the effectiveness will be just as high in the science subject area for grades 6-12.

Criterion 3 (10 points):

Evidence of a High Quality, Research-Based Instructional Program Designed to Increase Academic Achievement

Rationale: By definition, SES is tutoring and other enrichment services that are high quality, based on research, and designed to increase student academic achievement [NCLB, Section 1116(e)(12)(C)(2)]. According to the U.S. Department of Education (January 14, 2009), the major focus of NCLB is to utilize only those educational practices that have evidence to suggest that they will increase academic achievement (see *Federal Supplemental Educational Services Non-Regulatory Guidance*). In addition, an applicant must provide evidence that its instructional methods and content are aligned with state academic content and student academic achievement standards, and are of high quality, research-based, and specifically designed to increase the academic achievement of eligible children (Final Title I Regulations of October, 2008).

Evaluation: The application will be evaluated on the applicant's ability to demonstrate that the instructional program is (1) high quality and research-based, designed to increase student academic achievement; (2) aligned to Michigan content standards (e.g., Grade Level Content Expectations, High School Content Expectations, Course/Credit Content Expectations and/or the Michigan Curriculum Framework) for the grade levels the applicant proposes to serve. You must describe the findings of any academic research that support major elements of your instructional program. See also, the Michigan Department of Education website for the Common Core State Academic Standards:

http://www.michigan.gov/mde/0,1607,7-140-6530_30334_51042-232021--,00.html

Major elements must include:

- Instructional strategies;
- Time on task;
- Special instructional materials;
- Use of technology; and
- Other relevant program components.

Narrative (limit 7,880 characters): Clearly and specifically explain the ways in which the instructional program is (1) high-quality and research-based, and designed to increase student academic achievement; (2) aligned to Michigan content standards for the grade levels the applicant intends to serve.

Describe the findings of any academic research that supports the major elements of the instructional program. Major elements must include instructional strategies, time on task, special instructional materials, use of technology, etc. Cite and reference available research studies (as appropriate) and provide data that supports your position and findings. Use APA citation style as described in Criterion 2.

When we researched the components of our instructional programs, it became evident why they have been so effective in the area of increasing academic achievement. These curricula have found a comprehensive way to implement the years of research of various instructional strategies through the avenue students are most familiar with and interested in, technology. By combining these instructional strategies with comprehensive standard aligned assessments and an abundance of progress monitoring reports, it is limitless how much students can learn when you add a little personable assistance. This atmosphere creates a teammate relationship between the students and the teacher to conquer the computer "game" or program. This collective victory equates Mastery. The major component of these curricula and our instructional strategies are as follows: Cooperative Learning, Direct Instruction, One-to-One tutoring, use of technology, Differentiated Instruction.

Cooperative Learning is incorporated during our small group sessions to discuss lessons and achievement. These sessions will consist of students grouped with similar objectives. They will be allowed to assist each other and share thought processes and approaches to mastery. The atmosphere we are looking to create is one of US against the computer challenge. Here is what research says about Cooperative learning.

Peer groups tend to have an acquisition for communication with each other that is often misunderstood by those not included in the group. For this reason, many studies have examined cooperative learning with special emphasis on peer tutoring and have concluded that the overall experience leads to a lot of positives (Exley & Dennid, 2004; Sedely, 2006). There is a noted difference between the process of teachers teaching students and peers used as tutors to communicate those same lessons in more understandable terms (Gillies, 2003). In peer tutoring, productive communication is accomplished, a skill whose benefits stretch beyond the classroom setting (Allen & Unwin, 2003). One reason students may act as sufficient facilitators of learning in cooperative situations may be lined to the existence of fewer inhibitions as it relates to interacting with ones peers (Wolverton, 2004). Depending on the circumstance, adult language or even instructional style may create barriers for some to learn while peer tutoring often offer their own reality based experience in helping explain material in ways deemed more meaningful by the tutees (Cooter, 2003).

Having our students grouped in common levels and areas of need allows for direct instruction during the cooperative learning sessions. The teacher can facilitate discussions and also address directly things that students may not grasp or be able to relate to everyday life situation. Direct Instruction is another instructional strategy that the tutor as well as the software will be implementing to each of our students. Research says the following. The primary goal of Direct Instruction is to accelerate at-risk students' learning in the elementary grades and equip them to compete with their more advantaged peers (Engelmann et al., 1988). Direct Instruction aims not only to increase the amount of learning, but also its quality by systematically developing important background knowledge and applying and linking it to new knowledge (Block, et al., 1995). (O'Neill, 1988) reviewed 150 past studies and concluded that Direct Instruction is correlated with improved learning among primary children from working and middle class background - a conclusion supported by almost every relevant study on the topic. Likewise, a 1987 U.S. Dept. of Education booklet, What Works: Research about Teaching and Learning, concludes that Direct Instruction enables students to learn more, especially in conjunction with well-designed homework assignments.

Having each individual student doing computerized tutoring brings together two of the most effective instructional strategies as well as one of the biggest keys to learning in a way that no human teacher could do alone and still have a personal life. Computerized instruction bridges the use of technology, and Differentiated Instruction together with Time-On-Task. With the programs being web/software based, the students have unlimited access to continuously satisfy their desire for learning. This combination not only keeps students interested, it ensures them the right to experience success. There is no one to impress but themselves and to see progress following hard work is extremely fulfilling and research proves it builds self-esteem. Below you will find just a small portion of the research of these instructional strategies and key to learning.

The use of technology Using strategy-embedded digital books, for example, gives students different opportunities to work with the text with more concentration and depth (Gordon, 2002). Students feel encouraged and motivated as they are supported with a device that can make them a strategic, engaged, and self-aware learner, as well as a device that teaches them comprehension strategies, story grammar, and decoding (O'Neill, 2001; O'Neill & Dalton, 2002).

Not only are they encouraged, the students are receiving Differentiated Instruction. This ensures that each child get the proper focus he/she needs to maximize academic achievement.

For example, differentiated instruction adopts the concept of "readiness." That is, the difficulty of skills taught should be slightly in advance of the child's current level of mastery. Though schools should be aiming to make possible the success of all students (Tomlinson, 1994b), many educational institutions fall short, especially for students whose abilities lie above or below the average (Tomlinson, 1994b; Callahan, Tomlinson, Reis, & Kaplan, 2000). However, recent political changes, including increased accountability to state and national standards, have placed an even greater spotlight on this reoccurring dilemma for educators (Carnine, 2004; Gray & Waggoner, 2002). Current practices are apparently not meeting the challenge (Purcell, Burns, Tomlinson, Imbeau, & Martin, 2002). Standardized curriculum and teaching approaches have often been un-engaging, lacking in meaning and unresponsive to student diversity (Udvari - Solner & Thousand, 1996). Tomlinson and Callahan write, "...Schools cannot succeed until all kinds of students are highly likely to maximize their possibilities there" (p.187). Although it is challenging, differentiated instruction is one approach that can help teachers to meet each student's needs. (Wobor, 1999).

Once allowed to reach each student effectively, the teacher's time with the student, plus the student's interaction with its group members, and the child's personal time on the system creates the Time on Task calculation that determines whether the student achieves mastery. The more time on task the higher the probability the student will master the objective in its various applications. Because of the relationship between time and learning, time is a significant limiting factor in schools today (Clariana, 1998; Horn, 2007; McMurrer, 2007). Teachers and students must 'cover' an extensive amount of material in different subject areas at every grade level. The underlying assumption is clear, more time equals more learning. It is well established that computer delivered mastery-based lesson are effective. Kulik (1994, 2003) in his meta-analysis of several hundred published studies of computer-based instruction concluded that on average, students working part of the time on computers compared to control conditions without computers: (a) learn more quickly, (b) develop more positive attitudes about their classroom instruction, and (c) learn more. Similarly, Becker (1992) reported a conservatively corrected average mathematics effect size = .40 (equivalent to an increase from the 50th percentile to the 66th percentile) and reading effect size of 0.18. Schacter (1999) suggests that such gains relate to computer-based instruction capability to individualize instruction in different ways. With the High Quality and Data proven components above, we know that once we add high-quality staff to this equation our students are guaranteed to have an optimal opportunity to change their lives. Finally, our on-line program teaches in Spanish as well as English. This ensures that we incorporate as many of our students as possible.

Criterion 4 (10 points):

Evidence of an Instructional Program and Content Consistent with State Standards and LEA Program(s) – Connection to Content Expectations

Rationale: NCLB Section 1116(e)(5)(B) requires applicants to demonstrate that the instruction they provide and the content they use "are consistent with the instruction provided and content used by the local educational agency and state, and are aligned with state student academic achievement standards." According to the U.S. Department of Education (January 14, 2009), instructional content and methods need not be identical to those of the LEA, but they must "share a focus on the same state academic content and achievement standards and be designed to help students meet those standards" (*Federal Supplemental Educational Services Non-Regulatory Guidance*, p.15). In addition, an applicant must provide evidence that its instructional methods and content are aligned with state academic content and student academic achievement standards, and are of high quality, research-based, and specifically designed to increase the academic achievement of eligible children (*Final Title I Regulations of October, 2008*).

Evaluation: The application will be evaluated on the applicant entity's ability to demonstrate the instructional program's connection to specific state content standards (e.g. Grade Level Content Expectations, High School Content Expectations, Course/Credit Content Expectations and/or the Michigan Curriculum Framework) for the grade levels the applicant intends to serve.

Narrative (limit 1,970 characters): Describe how the instructional program connects to specific Michigan content standards. The applicant entity must provide sample student learning objectives and demonstrate alignment to specific state content standards (e.g. Grade Level Content Expectations, High School Content Expectations, Course/Credit Content Expectations and/or the Michigan Curriculum Framework) for the grade levels the applicant intends to serve. See also, the Michigan Department of Education website for the Common Core State Academic Standards: http://www.michigan.gov/mde/0,1607,7-140-6530_30334_51042-232021--,00.html Cite and reference available research studies (as appropriate) and provide data that supports your position and findings. Use APA citation style as described in Criterion 2.

SEE ATTACHMENT CR. 4

Each of our curricula is aligned to Michigan Standards. This will be one of the keys to our success in increasing academic achievement. Each Curriculum's website promises that their curriculum is aligned to Michigan standards. For each standard, there are corresponding lessons to be prescribed where intervention is needed. This was an extremely important factor in our decision. To verify that each curriculum is aligned to the specific standards of the State of Michigan, here is an example from each. Once the assessments give the standard lessons are assigned as follows. You will see the standard on the left and the corresponding lessons on the right.

In Math

L1.3.1 Describe, explain, and apply various counting techniques (e.g., finding the number of different 4-letter passwords; permutations; and combinations); relate combinations to Pascal's triangle; know when to use each

technique.

Course V Units:

- Module: Fundamentals of Probability

Unit: Simple Probability Session:

Defining & Expressing Probability

- Module: Fundamentals of Probability

Unit: Simple Probability Session:

Calculating Probabilities on a Color

Wheel

In English Language Arts

Content Standard 1: All students will read and comprehend general and technical material.

1. Use reading for multiple purposes, such as enjoyment, clarifying information, and learning complex procedures.

Stage A

Student Materials

Software:

The READ 180 Software allows the student to use appropriate strategies when reading for different purposes.

Paperbacks:

The students read the Paperbacks independently, allowing them to use appropriate strategies when reading for different purposes.

In Chemistry

C4.8 Electrons, protons, and neutrons are parts of the atom and have measurable properties, including mass and, in the case of protons and electrons, charge. The nuclei of atoms are composed of protons and neutrons. A kind of force that is only evident at nuclear distances holds the particles of the nucleus together against the electrical repulsion between the protons.

Logal High School Science Gateways--

Chemistry--Structure of the Atom

Logal High School Science Gateways--

Chemistry--Chemistry Toolbox

Logal High School Science Explorer--

Chemistry--The Atom

Logal High School Science Explorer--Chemistry--

Chemistry Tools

Criterion 5 (10 points):

Evidence of an Instructional Program and Content Consistent with State Standards and LEA Program(s) – Staff Qualifications

Rationale: NCLB Section 1116(e)(5)(B) requires applicants to demonstrate that the instruction they provide and the content they use "are consistent with the instruction provided and content used by the local educational agency and state, and are aligned with state student academic achievement standards." According to the U.S. Department of Education (January 14, 2009), instructional content and methods need not be identical to those of the LEA, but they must "share a focus on the same state academic content and achievement standards and be designed to help students meet those standards" (*Federal Supplemental Educational Services Non-Regulatory Guidance*, p.15). In addition, an applicant must provide evidence that its instructional methods and content are aligned with state academic content and student academic achievement standards, and are of high quality, research-based, and specifically designed to increase the academic achievement of eligible children (Final Title I Regulations of October, 2008).

Evaluation: The application will be evaluated on the applicant entity's ability to demonstrate that there is a process for ensuring staff is qualified to deliver the required program, content and instruction, and there is a plan for ongoing professional development and supervision. This section should include:

- Clearly defined instructor qualifications
- Evidence that instructors possess the minimum of a high school diploma
- Evidence that a systematic plan for professional development is in place that includes the following:
 - Instructional strategies
 - Focus on student learning
 - Assessment & communication of progress to students, parents, and LEAs
 - Documentation of tutoring sessions and student progress
 - Differentiation of instruction based on diagnosed student needs
 - Feedback to students and employees

Narrative (limit 1,970 characters): Describe the process for ensuring staff is qualified and describe plans for ongoing professional development and supervision. The plan must be detailed and specific.

Selecting highly qualified teachers for our program is one of the most important responsibilities we have as a company. To maximize the selection process, our qualifications are as follows: Michigan Teaching Certification with classroom experience in their area of certification, Bachelor and/or Master's degrees in their subject areas, and a 500 word paper regarding qualification of an effective instructor. Preference will be given to the

teachers that exhibit highest qualification. Prior to the start of tutoring there will be a 2-day training on our curriculum, the development of effective ILP's and best business practices as a tutor/employee with our company (e.g. maintain proper records, attire, rules for incentives, bi-weekly parent update calls, and formatting monthly written progress reports.) To sustain quality of service, every month, Professional Development (PD) will be held for all tutors, lead teachers and managers. During our Professional Development trainings, managers and lead teachers will go over all assessments and corresponding assignments completed by each student with the respective tutor, to evaluate instructional effectiveness and proper differentiation. In situations where there is little progress or parents are dissatisfied, the managers will offer suggestions and/or restructure the plan for accomplishing the learning goals. In the event of a restructure, the manager would meet with the parent and the currently or newly assigned tutor to discuss the purpose of the restructure and make sure all parties agree and have a clear understanding of the new plan. Our organization uses PD as a opportunity to evaluate our: instructional strategies; effectiveness within classrooms; students' learning patterns relative to learning goals and continued communication issues that may occur with parents, day teacher and/or district. One teacher, per subject at every site, will be identified as the "lead teacher." This person will review and manage staff performance based on daily feedback from day teachers, tutors, students, and parents pertaining to their specific subject matter. Throughout the sessions it is also the tutor's responsibility to keep the student up to date on their progress and if needed, provide extra support.

Criterion 6 (10 points):

Evidence of an Instructional Program and Content Consistent with State Standards and LEA Program(s) – Assessment of Student Need

Rationale: NCLB Section 1116(e)(5)(B) requires applicants to demonstrate that the instruction they provide and the content they use "are consistent with the instruction provided and content used by the local educational agency and state, and are aligned with state student academic achievement standards." According to the U.S. Department of Education (January 14, 2009), instructional content and methods need not be identical to those of the LEA, but they must "share a focus on the same state academic content and achievement standards and be designed to help students meet those standards" (Federal Supplemental Educational Services Non-Regulatory Guidance, p.15). In addition, an applicant must provide evidence that its instructional methods and content are aligned with state academic content and student academic achievement standards, and are of high quality, research-based, and specifically designed to increase the academic achievement of eligible children (Final Title I Regulations of October, 2008).

Evaluation: The application will be evaluated on the applicant entity's ability to demonstrate that a specific process is used to assess student need, identify skill or knowledge gaps, and prescribe an instructional program based on the student's individual needs. The applicant must:

- Provide evidence an objective assessment is in place;
- Describe the frequency of objective assessment administration
- Provide evidence of a systematic process to analyze the results of the objective assessment

Narrative (limit 1,970 characters) : Describe the plan to assess student academic need, identify skill or knowledge gaps, and prescribe an instructional program based on the student's individual needs. Provide detailed evidence of a comprehensive, systematic process for analyzing results to identify student needs, skill or knowledge gaps, and prescribing an instructional program based on student needs

Once our students' levels are identified through our summative diagnostic, each curriculum has a built in customizable plan for on-going assessments as follows.

READ 180 is a data-driven reading intervention program, which means student performance impacts instruction. A variety of formative assessment instruments identify students' most urgent needs, enabling the program and teachers to adjust instruction accordingly.

Read 180 Topic software is an ongoing formative assessment. It assesses student performance and fluency in reading, vocabulary, and spelling. It also identifies strengths and weaknesses to support grouping for Differentiated Instruction Check Point Days.

The skills Test with each workshop. Test students' understanding of writing skills addressed during Whole- and Small-Group Instruction. We also have performance-based assessments where students are guided through an "internship on a page" as they are instructed in and assessed on college and career skills and strategies.

Each of these assessments are throughout the program approximately bi-weekly, however the Topic software assessment never stops and based on its results the students instruction is continuously adjusted to the child's needs via the level of reading material, writing assignments or lessons taught by the program.

In Destination math, when students take assessments it automatically prescribes standard-based assignments and posttests. The Assessment Management tool allows teachers to create assessments based on state specific math standards. The tutor will use the Assessment Management tool to:

- Use formative assessments to proactively gauge student readiness and inform the teaching process
- Create custom diagnostic tests
- Use assessment results to prescribe lessons in Destination Math
- Use posttests to measure student improvement

Ongoing informal assessments keep teachers abreast of each student's progress

As a result, a failure to progress will be identified almost immediately and can be addressed before the problem becomes worse and the student falls further behind. This ongoing assessment identifies gaps in skills and concepts and then prescribes solutions to remedy them and help the student progress to proficiency.

Criterion 7 (10 points):

Evidence of an Instructional Program and Content Consistent with State Standards and LEA Program(s) – Communication Plan

Rationale: NCLB Section 1116(e)(5)(B) requires applicants to demonstrate that the instruction they provide and the content they use "are consistent with the instruction provided and content used by the local educational agency and state, and are aligned with state student academic achievement standards." According to the U.S. Department of Education (January 14, 2009), instructional content and methods need not be identical to those of the LEA, but they must "share a focus on the same state academic content and achievement standards and be designed to help students meet those standards" (Federal Supplemental Educational Services Non-Regulatory Guidance, p.15).

Evaluation: The application will be evaluated on the applicant entity's plan for communicating student progress to LEA(s)/teacher(s) and to parent(s)/guardian(s). The applicant must:

- Provide evidence that written progress reports occur regularly;
- Provide evidence that communication between the applicant and the stakeholders is documented;
- Describe the process for obtaining parent feedback related to their child's instructional goals.
- Describe how the processes may address parent reluctance or non-responsiveness to the applicant's efforts to engage and communicate with the parent about instructional goals and the child's progress.

Narrative (limit 1,970 characters): Describe the plan for obtaining parent feedback related to identification of specific instructional goals and communicating student progress to LEA(s)/teacher(s) and to parent(s)/guardian(s). One major factor to overcome is contact with all necessary parties. As parents enroll in our program, it would be safe to assume that all contact information given is accurate. We will immediately follow up with the parents, before the potential of information turnover. It is in our best interest to establish this relationship early, so that we can request their participation through feedback and recommendations during the entire tutorial session. Parents will be asked best strategies for perpetual communication, to ensure they understand that we are expecting their involvement in this process. Simultaneously, as students identify which subject areas they need help in, we will solicit for their day teacher's name. To identify if the teacher would like to get involved in students supplemental help, we will remit correspondence in their school mailbox. After obtaining a response, in the attached envelope, we will identify how to continue communication. We will inform parents and teachers that not only will we exhaust the methods of communication that they provided, but also in addition to the progress reports, they will receive a document that asks for their feedback. We know how important it is to maintain and maximize all parties that have an interest with our student's. If afforded the opportunity they will give us the missing links to our instructional plan specific to their child. As we hope to be working within the schools, we understand that districts hire building coordinators. As coordinators are present we will submit the monthly progress reports and records of attendance to them, as they are there to monitor program functionality.

**Criterion 8 (5 points):
Fluency and Mechanics**

Rationale: By definition, SES is tutoring that is high quality, based on research, and designed to increase student academic achievement [NCLB, Section 1116(e)(12)(C)(2)]. According to the U.S. Department of Education (January 14, 2009), the major focus of NCLB is to utilize only those educational practices that have evidence to suggest that they will increase academic achievement (see *Federal Supplemental Educational Services Non-Regulatory Guidance*).

Evaluation: The application will be evaluated on the applicant entity's ability to demonstrate that entity leaders have a basic understanding of basic mechanics and grammar, and the ability to communicate effectively with parents, districts and employees.

Narrative: No additional narrative should be submitted for this criterion. The narrative supplied for criteria 1-7 will be used to demonstrate fluency and mechanics and as a basis for scoring Criterion 8.

Criterion 9 (5 points):

Applicants proposing to serve grade levels 7-12 and provide tutoring in **math and science both** to grade levels 7-12 will receive **5 bonus points** to be added to the total score. Bonus points do not apply to the minimum points required in each criterion.

Rationale: By definition, SES is tutoring that is high quality, based on research, and designed to increase student academic achievement [NCLB, Section 1116(e)(12)(C)(2)]. The goal of SES is to increase eligible students' academic achievement in a subject or subjects that the State includes in its ESEA assessments under Section 1111 of the ESEA, which must include reading/language arts, mathematics, and science, as well as English language proficiency for students with limited English proficiency (LEP). *Non-Regulatory Guidance, Supplemental Educational Services*, January 2009. Michigan's experience is that there is a great need for improved achievement in mathematics and science, particularly at the middle and high school grade levels.

Evaluation: 5 Bonus Points will be added to the total application score for those applicants proposing to serve grade levels 7-12 and provide tutoring in **mathematics and science both**, for grade levels 7-12. Bonus points do not apply to the minimum points required in each criterion. In order to receive Bonus Points, the provider must propose to offer mathematics and science, and **all** of the grade levels 7-12.

Narrative: No additional narrative should be submitted for this criterion. Information about meeting this criterion will be obtained from Section A, numbers 13 and 14.

SECTION C. ASSURANCES

By electronically submitting the SES provider application, I certify that I have read and understand each of the following statements, agree to be held accountable for the content of each, and understand that the MDE may invoke disciplinary action at any time, up to and including removal from the Approved List, based upon evidence that I have violated any of these Assurances.

1. The applicant entity certifies that the instructional program described in the application is the instructional program that will be offered to students.
2. The applicant entity certifies that the instruction and content that will be offered is secular, neutral, and non-ideological.
3. The applicant entity is responsible for payment of all payroll taxes and other business expenses or fees.
4. The applicant entity will be available to provide services in a district as required by the district's enrollment procedures or contract.
5. The applicant entity will serve all qualified eligible children whose parent(s)/guardian(s) register for services from the applicant entity, on a fair and equitable basis and in accordance with the terms specified in the application
6. The applicant entity will promptly notify the district, in writing, within three business days, if it does not meet its minimum or exceeds its maximum number of students.

7. The applicant entity will provide parent(s)/legal guardian(s) of children receiving services, and district personnel, information on students' academic progress in an understandable format and language on a regular basis consistent with this application.
8. The applicant entity will provide evidence to the district (before services are delivered) that individuals providing services to children have successfully completed fingerprinting and criminal background checks as required in the district contract.
9. The applicant entity will not disclose to the public the identity of any student eligible for or receiving SES without the written permission of the parent(s)/guardian(s). All public requests for student information should be directed to the district.
10. The applicant entity ensures that the entity is financially sound and agrees to notify the MDE and district, in writing within ten business days, if and when it is no longer financially sound.
11. The applicant entity agrees to follow all applicable Federal, state, and local health, safety, employment, and civil rights laws at all times. This includes, but is not limited to, provision of occupancy permits and fire marshal reports to districts, if requested.
12. The applicant entity will not discriminate on the basis of race, national origin, sex, or disability in accepting students and providing students with SES under Title I (in general, a provider may not, on the basis of disability, exclude a qualified student with disabilities or a student covered under Section 504 if a student can, with minor adjustments, be provided SES designed to meet the individual educational needs of the student).
13. The applicant entity will provide services consistent with the qualified student's individualized education program under the Individuals with Disabilities Education Act (IDEA) if the student is covered under IDEA or Section 504 of the Rehabilitation Act of 1973 if the entity proposes to serve such students.
14. The applicant entity will comply with the MDE Standards for Monitoring SES Providers. The applicant entity agrees to make all documents available to the MDE or district for inspection/monitoring purposes, and participate in site visits at the request of the MDE or the district.
15. The applicant entity agrees to notify MDE and applicable district(s), in writing, of any change in the contact information provided in this application within ten business days.
16. The applicant entity further ensures that it will provide written notification to MDE, when SES will no longer be provided, thirty days prior to termination of services.

SECTION D. SES PROVIDER CODE OF ETHICS

By electronically submitting the SES provider application, I certify that I have read and understand each of the following statements, agree to be held accountable for the content of each, and understand that the Michigan Department of Education (MDE) may invoke disciplinary action at any time, up to and including removal from the approved list, based upon evidence that I have violated any of section of the SES Code of Ethics.

1. Providers must accurately and completely describe services to consumers in terms that are easy to understand. Reading level for informational materials should be no higher than eighth grade.
2. Providers must create and use promotional materials and advertisements that are free from deception. Deception may include, but is not limited to, misrepresentation through implied or stated endorsement for the provider by a school district, school building or its staff or representatives.
3. Providers must not misrepresent to anyone the location of a provider's program or the approval status of a program. If the location of services is dependent upon a minimum student enrollment or the approval of a district, the provider shall indicate the applicable contingencies in its marketing materials.
4. Providers must not publicly criticize or disparage other providers.
5. Providers must not engage in false advertising about other providers' programs.
6. Providers must comply with each district's enrollment procedures.
7. Providers must not distribute a district enrollment form that has the selected provider's name pre-printed as part of the form. The provider may not modify or alter the district enrollment form in any way.
8. Providers must not encourage or induce students or parents to switch providers, once enrolled, without approval by the district. Providers may not create or distribute enrollment change forms for this purpose.
9. Providers must maintain a system of addressing consumer grievances and concerns and must immediately report any grievances to both the district and MDE.
10. Providers must not charge districts more than the maximum hourly rate identified in the application, nor charge districts any additional fees.
11. Providers must not make payments or in-kind contributions to a district, exclusive of customary fees for facility utilization or transportation.
12. Providers must not compensate district employees in exchange for access to facilities, registration, to obtain student lists, or to encourage any

district employee to violate district policies or procedure including conflict of interest.

13. Providers must not solicit or accept an exclusive arrangement with any district or school (including, but not limited to, an exclusive right to conduct in-school assemblies or other marketing activities).
14. Providers may not seek access to individual classrooms or interrupt instructional time during the school day for any reason.
15. Providers may not employ any SES-eligible or enrolled student.
16. Each parent of an eligible student who is hired by a provider must have a written job description and must be compensated on the same basis as all other employees of the provider who perform similar work. No parent may receive any commission or other benefit related to the enrollment of their child in a provider's program, nor may a parent be subject to any employment action by the provider on account of the parent's selection of an SES program for their child.
17. Any school personnel employed by an SES provider shall not recruit students to a provider's program, engage in marketing activities on behalf of a provider, or otherwise promote or encourage students to enroll in a specific provider's program. This restriction does not apply to school districts that are approved SES providers. Please see #20 below for specific guidance regarding marketing and recruiting in school districts that are approved SES providers.
18. Providers shall not employ any district employees who currently serve in the capacity of Principal, Assistant Principal, building SES Coordinator, or district SES Coordinator.
19. Providers shall not employ any individuals, including teachers, parents or community leaders, who have any decision-making authority over a school district or school site. The sole exception shall be in school districts that are considered rural and where there are few providers.
20. Where a school district or a school is also an approved provider of SES, district personnel assigned SES provider responsibilities shall avoid all conflicts of interest or favoritism, including the following:
 - a. Individuals employed by the district for this purpose shall not present marketing or recruitment information on any occasion unless all other providers approved for the schools served are offered the same opportunity to present information or recruit students.
 - b. The district shall ensure that the individual has no greater access to parents and students at provider fairs, school assemblies, and other, similar occasions than is afforded to all other providers. "Access" means the amount of speaking time available, the space used, and any other resources allocated to providers.
 - c. Individuals serving as an approved SES provider shall have duties that are entirely distinct from those of any other district employee who performs oversight with respect to the provision of SES. This prohibits the district SES provider from duties such as serving as the district's liaison to all SES providers within a school or schools, or assigning students to other providers.
21. Before or during the registration period, providers must not distribute any objects (such as gift cards, money, pencils, balloons, candy, Frisbees, tote bags, etc.) to parents or students. Informational program materials should be printed on paper.
22. Before or during the registration period, providers must not verbally or nonverbally promise or reference any objects or rewards that will be provided upon registration, program completion or as student rewards during the provision of services.
23. Informational program materials, including the 150-word program summary, must not verbally or non-verbally promise or reference any objects or rewards that will be provided upon registration, program completion or as student rewards during the provision of services.
24. During the provision of SES, providers may not exceed a total of \$20.00 per student annually for rewards. These rewards may not be identified in any written informational material or identified verbally to parents until AFTER enrollment.
25. Technology-based providers may not advertise computers as a reward for program completion. Students may keep computers at the cessation of tutoring services, but providers must fully disclose information about the computers as detailed in the MDE Policy of December 15, 2008. This information may not be included in any written informational material or identified verbally to parents until AFTER enrollment. Computers are not subject to the \$20.00 annual cap on rewards.
26. Providers must not attempt to influence or bias parents when performing an evaluation of the provider's services and achievement of the student's individualized learning goals.
27. A provider shall not use information provided by parents of SES-enrolled students for any commercial purpose without securing the parent's prior written consent for the intended use of the specified information, except that a provider may use parental contact information to communicate about SES with the parents of students served by that specific provider in any prior year.
28. Providers must serve substantially all students registered and immediately communicate to the district any students who cannot be served or who drop out of the program.
29. Providers may not solicit confidential information on minor students without the written consent of parents and/or the school district. This includes, but is not limited to, collecting student or parent information such as addresses, phone numbers, or email addresses.

SECTION E.

Reference List:

Business License:

Insurance or Insurance Quote:

Cash Flow:

Expense Minimum:

Expense Maximum:

Evidence of Cash-on-Hand:

Billing and Payment:

Financial Narrative:

Tables, Charts and Graphs to Support Criteria (optional), and
Reference List:

[new References.docx](#)

[reaching certs all.doc](#)

[rfts ins pdf.pdf](#)

[stars cash flow.xls](#)

[stars minimum 1.xls](#)

[stars maximum 1.xls](#)

[rfts cash pdf.pdf](#)

[RFTSBILLING.pdf](#)

[stars financial narrative 1.doc](#)

[criterion 4.pdf](#)

27-2468331

Michigan Department of Energy, Labor & Economic Growth

Filing Endorsement

This is to Certify that the ARTICLES OF INCORPORATION - NONPROFIT

for

REACHING FOR THE STARS, INC.

ID NUMBER: 70826W

received by facsimile transmission on April 30, 2010 is hereby endorsed

Filed on April 30, 2010 by the Administrator.

The document is effective on the date filed, unless a
subsequent effective date within 90 days after
received date is stated in the document.



In testimony whereof, I have hereunto set my
hand and affixed the Seal of the Department,
in the City of Lansing, this 30TH day
of April, 2010.

A handwritten signature in dark ink, appearing to read "A. Hughes".

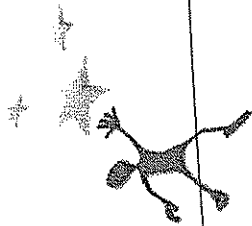
Director

Bureau of Commercial Services

Sent by Facsimile Transmission 10120

ERROR: undefined
OFFENDING COMMAND: s5!nIjP

STACK:



Reaching for the Stars
18690 Gruedner | Detroit, MI 48234
(313) 300-5822

Cash Flow Statement

Income	JULY 11	AUG 11	SEPT 11	OCT 11	NOV 11	DEC 11	JAN 12	FEB 12	MAR 12	APR 12	MAY 12
Tutoring Service	\$ 50,000.00	\$ 50,000.00	\$ 50,000.00	\$ 50,000.00	\$ 50,000.00	\$ 50,000.00	\$ 50,000.00	\$ 50,000.00	\$ 50,000.00	\$ 50,000.00	\$ 50,000.00
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Income	\$ 50,000.00	\$ 50,000.00	\$ 50,000.00	\$ 50,000.00	\$ 50,000.00	\$ 50,000.00	\$ 50,000.00	\$ 50,000.00	\$ 50,000.00	\$ 50,000.00	\$ 50,000.00

Expenses	JULY 11	AUG 11	SEPT 11	OCT 11	NOV 11	DEC 11	JAN 12	FEB 12	MAR 12	APR 12	MAY 12
Advertisement - Distribution	\$ 500.00	\$ 500.00	\$ 500.00	\$ 400.00	\$ 400.00	\$ 400.00	\$ 300.00	\$ 300.00	\$ 300.00	\$ 300.00	\$ 400.00
Advertisement - Printing	\$ 700.00	\$ -	\$ -	\$ -	\$ 700.00	\$ -	\$ -	\$ -	\$ -	\$ 700.00	\$ -
Curriculum	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00
District - Community Use Fees	\$ 600.00	\$ 600.00	\$ 600.00	\$ 600.00	\$ 600.00	\$ 600.00	\$ 600.00	\$ 600.00	\$ 600.00	\$ 600.00	\$ 600.00
Insurance	\$ 713.50	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 713.50	\$ -	\$ -	\$ -	\$ -
Miscellaneous	\$ 300.00	\$ 300.00	\$ 300.00	\$ 300.00	\$ 300.00	\$ 300.00	\$ 300.00	\$ 300.00	\$ 300.00	\$ 300.00	\$ 300.00
Office - Phones	\$ 227.00	\$ 227.00	\$ 227.00	\$ 227.00	\$ 227.00	\$ 227.00	\$ 227.00	\$ 227.00	\$ 227.00	\$ 227.00	\$ 227.00
Office - Rent	\$ 1,200.00	\$ 1,200.00	\$ 1,200.00	\$ 1,200.00	\$ 1,200.00	\$ 1,200.00	\$ 1,200.00	\$ 1,200.00	\$ 1,200.00	\$ 1,200.00	\$ 1,200.00
Office - Supplies	\$ 200.00	\$ 200.00	\$ 200.00	\$ 200.00	\$ 200.00	\$ 200.00	\$ 200.00	\$ 200.00	\$ 200.00	\$ 200.00	\$ 200.00
Staff - Legal	\$ 3,500.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Staff - Managers	\$ 3,500.00	\$ 3,500.00	\$ 3,500.00	\$ 3,500.00	\$ 3,500.00	\$ 3,500.00	\$ 3,500.00	\$ 3,500.00	\$ 3,500.00	\$ 3,500.00	\$ 3,500.00
Staff - Office	\$ 1,300.00	\$ 1,300.00	\$ 1,300.00	\$ 1,300.00	\$ 1,300.00	\$ 1,300.00	\$ 1,300.00	\$ 1,300.00	\$ 1,300.00	\$ 1,300.00	\$ 1,300.00
Staff - Taxes	\$ 360.00	\$ 360.00	\$ 360.00	\$ 360.00	\$ 360.00	\$ 360.00	\$ 360.00	\$ 360.00	\$ 360.00	\$ 360.00	\$ 360.00
Staff - Training	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00
Staff - Tutors	\$ 4,650.00	\$ 4,650.00	\$ 4,650.00	\$ 4,650.00	\$ 4,650.00	\$ 4,650.00	\$ 4,650.00	\$ 4,650.00	\$ 4,650.00	\$ 4,650.00	\$ 4,650.00
Total Expenses:	\$ 19,750.50	\$ 14,837.00	\$ 14,837.00	\$ 14,737.00	\$ 15,437.00	\$ 14,737.00	\$ 15,350.50	\$ 14,637.00	\$ 14,637.00	\$ 15,337.00	\$ 14,737.00

Income Balance	JULY 11	AUG 11	SEPT 11	OCT 11	NOV 11	DEC 11	JAN 12	FEB 12	MAR 12	APR 12	MAY 12
Cash on Hand	\$ 99,236.00	\$ 79,485.50	\$ 64,648.50	\$ 49,811.50	\$ 35,074.50	\$ 19,637.50	\$ -	\$ -	\$ -	\$ -	\$ -
Cash on Hand Balance	\$ 79,485.50	\$ 64,648.50	\$ 49,811.50	\$ 35,074.50	\$ 19,637.50	\$ 4,900.50	\$ 50,000.00	\$ 50,000.00	\$ 50,000.00	\$ 50,000.00	\$ 50,000.00
Income	\$ 50,000.00	\$ 50,000.00	\$ 50,000.00	\$ 50,000.00	\$ 50,000.00	\$ 50,000.00	\$ 50,000.00	\$ 50,000.00	\$ 50,000.00	\$ 50,000.00	\$ 50,000.00
Expenses	\$ 19,750.50	\$ 14,837.00	\$ 14,837.00	\$ 14,737.00	\$ 15,437.00	\$ 14,737.00	\$ 15,350.50	\$ 14,637.00	\$ 14,637.00	\$ 15,337.00	\$ 14,737.00
+/-	\$ 30,249.50	\$ 65,412.50	\$ 100,575.50	\$ 135,838.50	\$ 170,401.50	\$ 205,664.50	\$ 240,314.00	\$ 275,677.00	\$ 311,040.00	\$ 345,703.00	\$ 380,966.00

JUNE 12	12 MOS
\$ 50,000.00	\$ 600,000.00
\$ -	\$ -
\$ 50,000.00	\$ 600,000.00

JUNE 12	12 MOS
\$ 400.00	\$ 4,700.00
\$ -	\$ 2,100.00
\$ 1,500.00	\$ 18,000.00
\$ 600.00	\$ 7,200.00
\$ -	\$ 1,427.00
\$ 300.00	\$ 3,600.00
\$ 227.00	\$ 2,724.00
\$ 1,200.00	\$ 14,400.00
\$ 200.00	\$ 2,400.00
\$ -	\$ 3,500.00
\$ 3,500.00	\$ 42,000.00
\$ 1,300.00	\$ 15,600.00
\$ 360.00	\$ 4,320.00
\$ 500.00	\$ 6,000.00
\$ 4,650.00	\$ 55,800.00
\$ 14,737.00	\$ 183,771.00

JUNE 12	12 MOS
\$ -	\$ 99,236.00
\$ 50,000.00	\$ 600,000.00
\$ 14,737.00	\$ 183,771.00
\$ 416,229.00	\$ 515,465.00



Reaching for the Stars

18690 Gruedner | Detroit, MI 48234
(313) 300-5822

Expense Maximum

Students Served

300

Expenses

Advertisement - Distribution	\$	4,700.00
Advertisement - Printing	\$	2,100.00
Curriculum	\$	18,000.00
District - Community Use Fees	\$	7,200.00
Insurance	\$	1,427.00
Miscellaneous	\$	3,600.00
Office - Phones	\$	2,724.00
Office - Rent	\$	14,400.00
Office - Supplies	\$	2,400.00
Staff - Legal	\$	3,500.00
Staff - Managers	\$	42,000.00
Staff - Office	\$	15,600.00
Staff - Taxes	\$	4,320.00
Staff - Training	\$	6,000.00
Staff - Tutors	\$	55,800.00

Total Expenses: \$ 183,771.00

Stars Financial Narrative

The documents requested all play a specific role in determining financial soundness and success for our company. The first thing to note is our corporation status. Reaching for the Stars, Inc is a Michigan based company, as shown by our *Licensure*, to perform business in Michigan. As we are in an unpredictable service industry, relative to fault and unforeseen injury, we have successfully obtained *General Liability Insurance* along with the required limits. In the event of an unfortunate occurrence, we are legally compliant.

Concerning *Cash on hand*, we have in our possession a Comerica bank statement; in which, \$99,000.00 is available for cash. We understand that it is vital to have working capital readily available to sustain any business against unforeseen occurrences. As we have produced our projected numbers on our organizational *Cashflow*, management has identified our expenses, fixed and variable, that's to be anticipated to successfully carry out our service. We are well prepared to handle all expenses without going into deficit during the first 6 mos. of our program year. Regardless of any unforeseen financial circumstances with LEA's, our parents will receive their service. Pulling from our organizational expenses, we have outlined in both the *Minimum* and *Maximum Expense* reports, a comprehensive list of the necessary expenses to run this program effectively. We have identified for the financial safety of our organization, we would need a minimum of 15 students enrolled and serviced to meet our fixed expenses. Serving our minimum students only, will not turn a profit, but will grant us invaluable experience towards anticipation for the following year.

As for *Billing and Payment*, we have invoices that will allow the district to fully understand the breakdown of our fee-for-service for the various types of instruction. With our comprehensive invoices, districts should be able to remit full payment for services rendered. As for accounts payable to vendors, and/or tutors, we have contracted with QuickBooks's payroll division. Our financials are reviewed by Ernst & Young.

The financial documents show that there are resources in place to operate our business. Secondly, we do understand that invoices from districts may not be paid within a week's time of invoice submission. We have funds available and have the ability to think on our feet so as to maintain services without realizing accounts receivable promptly.



Reaching for the Stars

18690 Gruedner | Detroit, MI 48234
(313) 300-5822

Expense Minimum

Students Served

15

Expenses

Advertisement - Distribution	\$	750.00
Advertisement - Printing	\$	300.00
Curriculum	\$	900.00
District - Community Use Fees	\$	-
Insurance	\$	1,427.00
Miscellaneous	\$	300.00
Office - Phones	\$	2,724.00
Office - Rent	\$	14,400.00
Office - Supplies	\$	500.00
Staff - Legal	\$	3,500.00
Staff - Managers	\$	-
Staff - Office	\$	2,000.00
Staff - Taxes	\$	150.00
Staff - Training	\$	250.00
Staff - Tutors	\$	2,790.00

Total Expenses: \$ 29,991.00

(AGENCY LOGO HERE)



Spectrum Proposal
Prepared for:

REACHING FOR THE STARS, INC.
18690 GRUEBNER
DETROIT, MI 48234

Proposed by (Agency Name)

This document is a proposal of insurance for the applicant indicated above. It is not to be used as proof of coverage, unless bound by agent signature.

Coverage bound
for 30 days, Effective

_____ By _____
(Date) (Authorized Representative)

Proposal Date 4/29/11

Regardless of whether an authorized representative has bound coverage, the premium amounts stated herein are determined based on the coverages and limits selected together with the specific characteristics of the insured. Changes to coverages, changes to limits, or incomplete or inaccurate insured characteristics may result in changes in premium and may only be determined by The Hartford or its automated submission system.

Coverage bound may be cancelled immediately upon notice to the insured and/or its agent subject to applicable state law. Coverage will expire upon the expiration of the 30-day period without further notice, unless extended in writing with consent of The Hartford. Coverage cannot be backdated without a signed no-loss letter and consent of The Hartford.

The coverage descriptions in the proposal are abbreviated. Any coverage bound in accordance with the terms of this proposal is subject to the terms, conditions, limitations and exclusions of the applicable policy(ies). If there is any conflict between the coverage statements within this proposal and the applicable insurance policy(ies), the policy provisions will prevail. For questions regarding this proposal, contact your independent Hartford agent or authorized Hartford representative.

Why The Hartford?

Company:

- Founded in 1810, The Hartford is a leading provider of business property and casualty, personal automobile and homeowners, investment products, life insurance and group benefits

Product:

- Broad coverages at competitive prices – The Hartford and (Agency Name) are committed to bringing value to you at an affordable price.

Claims Excellence:

- Claim reporting available any time, day or night
- State-of-the-art technology enables fast claim settlements

Numerous Premium Payment Options:

- Pay by phone or by check
- Or, take advantage of Electronic Funds Transfer (EFT) – no check, stamp or worries

The Hartford offers innovative solutions to other lines of commercial insurance as well. They realize that cash flow is very important to small business owners. Are you interested in paying your Workers' Compensation premium on a pay-as-you-go basis? QuickBooks®* payroll users are eligible for our XactPAY Web® billing option. The premium is calculated and withdrawn from your bank account with every payroll run through QuickBooks®. Benefits include:

- Elimination of a large down payment
- Elimination of late fees, finance and billing fees
- Elimination of the need to write checks
- Potential to minimize audit adjustments

Buying business insurance can be intimidating. The Hartford is here to help. A site dedicated to small business owners, <http://sb.thehartford.com/> helps you find out what hundreds of insurance terms mean and ways to reduce your risk.

*QuickBooks® is a registered trademark and service mark of Intuit, Inc. in the United States and other countries and is displayed herein with permission. XactPAY Web is a special edition for QuickBooks users with (1) the 2006 or newer version of QuickBooks Pro/Premier/Enterprise U.S. PC (XactPay Web is not available to QuickBooks Simple Start users), and (2) a subscription for Intuit QuickBooks Basic, Standard, Enhanced or Assisted Payroll (XactPay Web is not available to QuickBooks Online Payroll subscribers). The purchase of a Hartford Workers' Compensation policy is necessary to utilize the XactPAY Web service. All insurance policies offered by The Hartford are sold through licensed agents appointed by The Hartford. The Hartford coverages described herein may be offered by one or more of the property and casualty insurance subsidiaries of The Hartford Financial Group, Inc.

Spectrum Quote Proposal
Proposed with
Sentinel Insurance Company
4/26/2011 to 4/26/2012

Total Annual Spectrum Premium \$ 1,427.00 *

Policy Level:

Property Coverage

Limits of Insurance

Special Property Coverage Form automatically includes the following coverages at *no additional charge*:

Valuable Papers Coverage On Premises	\$ 25,000
Valuable Papers Coverage Off Premises	\$ 25,000
Accounts Receivable Coverage On Premises	\$ 25,000
Accounts Receivable Coverage Off Premises	\$ 25,000
Money and Securities – Inside	\$ 10,000
Money and Securities – Outside	\$ 5,000
Fire Department Service Charge	\$ 25,000
Fire Extinguisher Recharge	\$ Included
Ordinance or Law Coverage:	
▶ Undamaged Portion	\$ 25,000
▶ Demolition Costs	\$ 25,000
▶ Increased Cost of Construction	\$ 25,000
▶ Tenants Improvements & Betterments Increased Cost of Construction	\$ 25,000
Appurtenant Structures not more than \$50,000 at each scheduled premises.	\$ Included
Appurtenant Structures not more than \$5,000 at each scheduled premises.	\$ Included
Newly Acquired or Constructed Property - Building	\$ 500,000
Business Personal Property at Newly Acquired Locations	\$ 250,000
Property Off-Premises – Building	\$ 5,000
Property Off-Premises – Business Personal Property	\$ 2,500
Automatic Increase in Building: Limit of Insurance: 8% Annual	\$ Included
Tenant's Glass	\$ 25,000
Arson and Theft Reward	\$ 10,000
Definition of Premises: 1000 feet	\$ Included

Liability Coverages

Limits of Insurance

Premium

Business Liability	Each Occurrence	\$ 2,000,000	
	General Aggregate	\$ 4,000,000	\$ 140
Products/Completed Operations Aggregate		\$ 4,000,000	\$ Included
Personal and Advertising Injury		\$ 2,000,000	\$ Included
Damage to Premises Rented to You		\$ 1,000,000	\$ Included
Medical Expenses		\$ 10,000	\$ Included
Hired and Non-owned Auto		\$ 2,000,000	\$ 176
Educator's Legal Liability	Each Wrongful Act	\$ 500,000	\$ 315
	Aggregate	\$ 500,000	
ELL Retroactive Date:	04/26/2011		
Deductible		\$ 2,500	\$ 28
Terrorism			

Property Coverages**Limits of Insurance****Premium**

Property Deductible	\$ 500	
Automatic Equipment Breakdown Coverage which includes:	\$ Included	\$ 6
▶ Mechanical Breakdown	\$ Included	\$ Included
▶ Artificially Generated Electric Current	\$ Included	\$ Included
▶ Explosion of Steam Equipment	\$ Included	\$ Included
▶ Loss or damage to Steam Equipment	\$ Included	\$ Included
▶ Loss or damage to Water Heating Equipment.	\$ Included	\$ Included
Business Income And Extra Expense Actual Loss Sustained – 12 mos.	\$ Included	\$ 80
Terrorism		\$ 0
Identity Recovery Coverage	\$ 15,000	Included

Location/Building Level:**Location/Building Information:**

Location No./Building No.	:	001/001
Street Address	:	18690 Gruebner
City, State and Zip Code	:	Detroit, MI 48234
Protection Class	:	02
Class Code	:	40781
Description	:	Learning Center - Reading
Construction	:	Frame
Year Built	:	1980
Sprinklered	:	No
Area	:	1,200

Limits of Insurance**Premium**

Business Personal Property	\$ 15,000	\$ 234
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Stretch Endorsements:**Premium**

Super Stretch for Business Services

See Stretch Summary Attached \$ 324

The Limits of Insurance for the following Additional Coverages are in addition to any other limit of insurance provided under this policy

<i>Super Stretch for Business Services</i>
<i>Summary</i>
Blanket Coverage Limit : \$350,000
Blanket Coverages
Accounts Receivable - On/Off Premises
Computers and Media
Debris Removal
Personal Property of Others
Temperature Change
Valuable Papers and Records - On/Off Premises

<i>Coverage</i>	<i>Limit</i>
Brands and Labels	Up to Business Personal Property Limit
Claim Expenses	\$ 10,000
Computer Fraud	\$ 5,000
Contract Penalty	\$ 1,000
Employee Dishonesty (including ERISA)	\$ 25,000
Fine Arts	\$ 50,000
Forgery	\$ 25,000
Laptop Computers - Worldwide Coverage	\$ 10,000
Off-Premises Utility Services – Direct Damage	\$ 25,000
Ordinance or Law Coverage	Included in Building Limit
Undamaged Portion	\$ 25,000
Demolition Cost	\$ 25,000
Increased Cost of Construction	Full Value
Outdoor Signs	Up to Business Personal Property Limit
Pairs or Sets	\$ 50,000
Property at Other Premises	\$ 25,000
Salespersons' Samples	Included up to Covered Property Limits
Sewer and Drain Back Up	\$ 50,000
Sump Overflow or Sump Pump Failure	\$ 20,000
Tenant Building and Business Personal Property	\$ 25,000
Coverage-Required by Lease	\$ 5,000
Transit Property in the Care of Carriers for Hire	
Unauthorized Business Card Use	

The Limits of Insurance for the following Coverage Extensions are a replacement of the Limit of Insurance provided under the Property Coverage Form.

<i>Coverage</i>	<i>Limit</i>
Newly Acquired or Constructed Property – 180 Days	
Building	\$1,000,000
Business Personal Property	\$ 500,000
Business Income and Extra Expense	\$ 500,000
Outdoor Property	\$ 25,000 aggregate/ \$1,000 per item
Personal Effects	\$ 60,000
Property Off-Premises	\$ 50,000

The following changes apply only if Business Income and Extra Expense are covered under this policy. The Limits of Insurance for the following Business Income and Extra Expense Coverages are in addition to any other Limit of Insurance provided under this policy:

<i>Coverage</i>	<i>Limit</i>
Business Income Extension for Off-Premises Utility Services	\$ 50,000
Business Income Extension for Web Sites	\$ 50,000/7 days
Business Income from Dependent Properties	\$ 50,000

The following Limit of Insurance for the following Business Income Coverage is a replacement of the Limit of Insurance provided under the Property Coverage Form.

<i>Coverage</i>	<i>Limit</i>
Extended Business Income	120 Days

The following changes apply only if the Special Property Coverage Form applies to this policy. The Limits of Insurance for the following Additional Coverages are a replacement of the limit of insurance provided under the Special Property Coverage form:

<i>Coverage</i>	<i>Limit</i>
Precious Metal Theft Payment Changes	\$ 25,000
Theft of Patterns, Dies, Molds and Forms	Up to Business Personal Property Limit

The following changes apply to Loss Payment Conditions:

<i>Coverage</i>	<i>Limit</i>
Valuation Changes	
Commodity Stock	Included
"Finished Stock"	Included
Mercantile Stock – Sold	Included

Recommendations and Comments

DISCLOSURE PURSUANT TO TERRORISM RISK INSURANCE ACT

On December 26, 2007, legislation was enacted extending the Terrorism Risk Insurance Act (as amended "TRIA"). In accordance with TRIA, we are required to offer you coverage for "certified acts of terrorism" in policies for which the act applies. However, coverage for "certified acts of terrorism" is limited by the terms, conditions, exclusions, limits, endorsements and other provisions of your policy(ies), as well as any applicable rules of law to which this coverage quote applies.

"Certified act of terrorism" means an act that is certified by the Secretary of the Treasury, in concurrence with the Secretary of State and the Attorney General of the United States, to be an act of terrorism. The criteria contained in TRIA for a "certified act of terrorism" include the following:

1. The act resulted in insured losses in excess of \$5 million in the aggregate, attributable to all types of insurance subject to TRIA; and
2. The act resulted in damage within the United States, or outside the United States in the case of certain air carriers or vessels or the premises of an United States mission; and
3. The act is a violent act or an act that is dangerous to human life, property or infrastructure and is committed by an individual or individuals acting as part of an effort to coerce the civilian population of the United States or to influence the policy or affect the conduct of the United States Government by coercion.

Disclosure of Premium

In accordance with TRIA, we are required to provide you with a notice disclosing the portion of your premium, if any, attributable to coverage for "certified acts of terrorism" under TRIA. The portion of your premium attributable to this terrorism coverage is shown in the premium section(s) of this quote proposal.

Disclosure of Federal Participation in Payment of Terrorism Losses

The United States Department of the Treasury will pay a share of terrorism losses insured under the federal program. The federal share equals 85% of that portion of such insured losses that exceeds the applicable insurer deductible. However, if aggregate industry insured losses attributable to certified acts of terrorism under TRIA exceed \$100 billion in a Program Year (January 1 through December 31), the Treasury shall not make any payment for any portion of such losses that exceeds \$100 billion.

Cap on Insurer Participation in Payment of Terrorism Losses

If aggregate industry insured losses attributable to "certified acts of terrorism" under TRIA, exceed \$100 billion in a Program Year (January 1 through December 31) and we have met our insurer deductible under TRIA, we shall not be liable for the payment of any portion of the amount of such losses that exceeds \$100 billion, and in such case insured losses up to that amount are subject to pro rata allocation in accordance with procedures established by the Secretary of the Treasury.

PLEASE CONTACT YOUR AGENT, BROKER OR REPRESENTATIVE IF YOU HAVE QUESTIONS

** The Total Spectrum Annual Premium includes a State Surcharge of \$ 0 and a policy base premium of \$124.00*

The Hartford Direct Bill System, offers you the flexibility of various payment plans. You can tailor a plan to meet your cash flow needs. For each installment, there is a nominal fee. Also, to help you keep track of your premium payments, all of your Hartford Commercial Business can be placed on one payment plan.

To make paying your premiums as easy as possible, we also offer you the benefit of electronic payments. With this option, your payments are automatically deducted from your bank account, in accordance with the schedule you select. So there's no bill, no check, no stamp, no worry. When you receive your first bill, just call the toll free number provided and ask to sign up for Repetitive EFT (Repetitive Electronic Funds Transfer).

\$ 1,427.00 *

(Signature of the Insured) On (Date)

Reaching for the Stars

18690 Gruedner | Detroit, MI 48234
(313) 300-5822



INVOICE

Date	Invoice #
9-31-2011	3

BILL TO:

MICHIGAN DEPT. OF EDU.
SES-MICHIGAN

	Student Name	ID	Online Hours	In-school Hours	Total Hours
1	jane doe	555-55	12	0	12
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					
Total Hours					12
Hourly Rate:					\$ 65.00
Total Due:					\$ 780.00



Reaching for the Stars
18690 Gnaedner | Detroit, MI 48234
(313) 300-5822

Classroom Attendance Sheet

Date: 9/1/2011

Site / District:
LEA

	Print Name	ID	Time In	Time Out	Signature	Total Hrs
1	jane doe	555-55	6:15	8:15	jane doe	2
2						
3						
4						
5						
6						
7						
8						
9						
10						2



SS# or Federal I.D. #:

SUBTOTAL:	\$90
TOTAL:	\$90

Each of our curricula is aligned to Michigan Standards. This will be one of the keys to our success in increasing academic achievement. Each Curriculum's website promises that their curriculum is aligned to Michigan standards. For each standard, there are corresponding lessons to be prescribed where intervention is needed. This was an extremely important factor in our decision. To verify that each curriculum is aligned to the specific standards of the State of Michigan, here is an example from each. Once the assessments give the standard lessons are assigned as follows.

You will see the standard on the left and the corresponding lessons on the right.

In Math

<p>L1.3.1 Describe, explain, and apply various counting techniques (e.g., finding the number of different 4-letter passwords; permutations; and combinations); relate combinations to Pascal's triangle; know when to use each technique.</p>	<p>Course V Units:</p> <ul style="list-style-type: none"> • Module: Fundamentals of Probability Unit: Simple Probability Session: Defining & Expressing Probability • Module: Fundamentals of Probability Unit: Simple Probability Session: Calculating Probabilities on a Color Wheel
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In English Language Arts

<p>Content Standard 1: All students will read and comprehend general and technical material.</p> <p>1. Use reading for multiple purposes, such as enjoyment, clarifying information, and learning complex procedures.</p>	<p>Stage A</p> <p>Student Materials</p> <p>Software: The <i>READ 180</i> Software allows the student to use appropriate strategies when reading for different purposes.</p> <p>Paperbacks: The students read the Paperbacks independently, allowing them to use appropriate strategies when reading for different purposes.</p>
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In Chemistry

<p>C4.8 Electrons, protons, and neutrons are parts of the atom and have measurable properties, including mass and, in the case of protons and electrons, charge. The nuclei of atoms are composed of protons and neutrons. A kind of force that is only evident at nuclear distances holds the particles of the nucleus together against the electrical repulsion between the protons.</p>	<p>Logal High School Science Gateways--Chemistry--Structure of the Atom</p> <p>Logal High School Science Gateways--Chemistry--Chemistry Toolbox</p> <p>Logal High School Science Explorer--Chemistry--The Atom</p> <p>Logal High School Science Explorer--Chemistry--Chemistry Tools</p>
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References

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- Becker, H. J. (1992). Computer-based Integrated Learning Systems in the elementary and Middle grades: a critical review and synthesis of evaluation reports. *Journal of Educational Computing Research*, 8, 1-41.
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